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| **SCH3U: Culminating Activity Rubric** | | | | |
| CATEGORY | Level 4 | Level 3 | Level 2 | Level 1 |
| Required Elements | The assignment includes all required terms as well as additional information.  All three gas laws are explained | All required terms are included in the assignment. All three gas laws are explained | Most of the required terms are included in the assignment. 1 of the gas law explanations are missing/incomplete | Several required terms and gas law explanations are missing |
| Knowledge Gained | Student can accurately explain all of the gas laws and appropriately relate the required terms in their explanations of these laws | Student can accurately explain most of the gas laws and can usually relate the required terms to their explanations of these laws | Student can accurately explain some of the gas laws and related terms | Student appears to have insufficient knowledge about the gas laws and/or required terms |
| Organization | Information is organized in a clear, logical way. | Most information is organized in a clear, logical way. | Some information is logically sequenced. | There is no clear plan for the organization of information |
| Grammar | There are no grammatical mistakes in the assignment | There is 1 grammatical mistake in the assignment | There are 2 grammatical mistakes in the assignment | There are more than 2 grammatical mistakes in the assignment |
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| Peer evaluations (total average from all members) |  |  |  |  |



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| --- | --- | --- | --- |
| Did their fair share of work | Most of the time. | Sometimes. | Very little of the time. |
| Offered to help group members | Most of the time. | Sometimes. | Very little of the time. |
| Made good use of time | Most of the time. | Sometimes. | Very little of the time. |
| Quality of work | Excellent. | Adequate. | Not helpful. |

Total (add up all the columns): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Role in group (like a job title) and explain:

Areas of strength:

Areas of need:

<http://maupinhouse.com/media/upload/file/Rethinking_samplelesson.pdf>

Guidelines adapted from: <http://www.oneonta.edu/faculty/vomsaaw/w/psy220/files/GroupWorkGuidelines.htm>

Students are given one expectation from the curriculum documents and must perform it in a way that can be filmed and incorporated into a class film.

The teacher supervises and keeps students on task by asking them leading questions. The teacher should only intervene when necessary, as to not interfere with student creativity and originality.

**Guidelines for Effective Group Work**

Studies of group interaction show that many (perhaps most) group members are *outcome oriented* and focus on the goal the group is attempting to reach. Other group members are *process oriented* attend more to the group interaction process. It is healthy to have group members of each kind. You might want to think about this in your group, and from time to time pause as a group to discuss your group process. Are you satisfied with it? Are there ways it can be improved?

You should think about your group process as well as your group product. One possibility is to take some time in your group and go through the guidelines below.

Guidelines for groups:

**Have respect for each other.**  
- Respect each other’s ideas  
- Respect the other group members  
- Don’t interrupt each other  
- Everyone’s opinion should count  
- Be honest with each other

**All group members should do an equal amount of work.**  
- Everyone should share the responsibility of the tasks  
- Don’t take over and don’t let others take over

**Your group should have a common understanding of goals that need to be achieved.**  
- Help each other to understand all concepts

**Be open to compromise**.  
- Be willing to cooperate with others on their ideas  
- Keep an open mind  
- Vote on disagreements

**Effective communication.**  
- Make sure everyone is able to be vocal about their ideas and problems  
- Give ideas no matter how “off” you may think they are  
- Listen effectively  
- Don’t be critical

**Time management**.  
- Attend and arrive on time to all group meetings  
- Be flexible about meeting times  
- Keep on task (limit talk about non-related events)

**Be happy in the group you are in.**



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